

ISSUE

10

11 June 2021

Caritas COLLEGE Newsletter



KEY DATES

Queen's Birthday Public Holiday
14 June 2021

Combined School Choir Rehearsal
16 June 2021

SSSSA Open Boys Football – Redhill
16 June 2021

Year 3-6 Assembly (5/6G)
17 June 2021

Yrs 10/11/12 Assessment Week
21-25 June 2021

Mid-Year Reception Term 3 Transition Visits
21-25 June 2021

Rec-2 Assembly (1/2B)
24 June 2021

Year 10-12 Assembly
24 June 2021

SAPSASA Girls Football
25 June 2021

SAPSASA Boys Netball
25 June 2021

Yr 11 Work Experience
28 June – 2 July 2021

Further information on events is available on our website
<http://www.cc.catholic.edu.au/news-events/calendar>

150
years

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Principal's Message

In this Sunday's Gospel Mark 4:26-34 Jesus explains what the 'Kingdom of Heaven' may be like. The Parable of the Mustard Seed stresses that we cannot underestimate what God can do, even with the tiniest of things. The smallest word, the smallest gesture can grow into something large and generous: that is God's grace at work. <http://www.prayasoucan.com.au>

Jesus said to them, 'The Kingdom of God is like this: a man sowed seed across the paddocks. Then his life went on, waking and sleeping, going the daily round and, while that happened, the seed germinated and grew, the man didn't know how. For the earth brings forth growth: first the seed germinates, the shoots then lengthen, the ears appear and then fill with grain. When the seedheads are fully ripe, the man returns with his sickle. Harvest time has come!'

He again said to them: 'What is the Kingdom of God like? What images can I use? It is like a tiny mustard seed, which, when it is sown, is the smallest of all seeds. But when it is sown, it germinates, shoots up and grows into a large shrub shooting out many fine branches. Many birds come and nest in its shade.'

Jesus continued to teach them using such images as they could understand. In fact, he only taught them using such images but when he was alone with the disciples he explained the meaning to them.

*Loving God,
give us true patience of heart that we may believe that your love and goodness is at work in our lives. May we do all that we should do, and then trust that your loving care will do the rest. We ask this in Jesus' name, confident that you will hear us.*

World Environment Day

Thank you to staff and students who prepared and planted trees for World Environment Day. Care for the environment is an important aspect of the Catholic Social Teaching Principle; Care of our common home, Earth. At its simplest this means we are responsible for looking after the world we live in.

Sacrament of First Eucharist

On Saturday 28th and Sunday 29th 11 young people celebrated the Sacrament of First Eucharist at All Saints Catholic Church. The Eucharist is a special celebration where the Christian family gathers to celebrate and give thanks for the blessings in our lives. The children were prepared during the weeks leading up to the celebration and spent time focusing on the qualities of forgiving, thanking, listening, giving and celebrating. As part of their preparation the children were asked to prepare a family meal, as celebrating the Eucharist is all about gathering together as a community to share a meal. The children did themselves and their families proud as they respectfully received the Sacrament. Thank you to Fr Jim, and the Year 3/4 teachers for preparing the students so beautifully.



Mid-Year Intake & Kindergarten Transition

In Week 9 a number of children will start their transition from kindergarten to Caritas College. They will spend the week visiting our College and becoming familiar with their new friends, teachers and learning environment before starting their formal schooling next term. We look forward to welcoming these children and their families into our community and wish them all the best as they start their schooling journey with us at the beginning of Term 3.

Enrolments 2022

An Information Evening has been scheduled on Thursday 22 July for those interested in learning more about Caritas College and what we offer students and their families. You may know of someone with school aged children who is curious about our learning community and could be interested in attending. Information will be posted on our Facebook site and local media closer to the date. As always, families are welcome to contact us at any time for general enquires and to book a tour of the school.

OSCH

From Tuesday 15th June, there will be a number of changes to the way that Caritas students are able to access OSCH. Students booked in to OSCH will now be required to catch the school bus in the AM and PM. In the AM, an OSCH staff member will ensure Caritas students get on the bus at PAWPS which will take them to Caritas. In the PM, students will be required to catch the bus (located at Mitchell Tce) which will transport them to PAWPS where they will be met by an OSCH staff member. During the first week of this new arrangement, Mr O will also catch the school bus in the PM to monitor the new process. The costs associated with catching the bus are as follows: \$1.20 = 1 x ride, \$9.50 (bus pass) = 10 x rides. Cash is able to be used on the day.

SEQTA

Student Management System- students in Years 7 – 12 now have access to the student portal 'Learn'. This is where they can access their daily timetable, keep track of upcoming assessments, access teacher feedback on learning and view posts of what has been covered in the lessons of the past week. As we all become fluent and confident in using this tool we will continue the plan of welcoming families to join the 'Engage' portal. Families will be alerted through a SEQTA notification asking them to login. This will enable parents and caregivers to view much of the content that their children see including upcoming assessments, feedback and assessment grades as well as the content of past lessons. One of the advantages of choosing to work this way is the opportunity for transparency between home and school as parents and caregivers will be able to follow accurately the content of lessons delivered by teachers as well as keep track of assignments, homework and reported achievement.

Student Background Data (SBD)

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is the independent statutory authority responsible for the development of a national curriculum, a national assessment program, and a national data collection and reporting program that supports learning for Australian students. Each year ACARA undertakes a Student Background Data (SBD) collection for publication on My School website as well as to inform school funding calculations. On Tuesday, families will receive via SMS a quick online form to complete which will enable the College to provide accurate information to ACARA. You are encouraged to complete the online form by **FRIDAY 18 June**.

Mary Manning, Acting Principal



DID YOU KNOW THAT TOOTH DECAY IS THE NATION'S MOST COMMON HEALTH PROBLEM – FIVE TIMES MORE COMMON THAN ASTHMA?

Children with poor oral health are more likely to experience pain, miss days from school and perform poorly in the classroom. Untreated tooth decay can lead to problems with speaking, eating and learning.

A clean and healthy smile is important for general health and happiness. Help your children to love theirs with dental checkups and good oral health care at home by booking their next checkup through SA Dental. There are no out of pocket costs for all children covered by Child Dental Benefits Schedule or not yet at school.

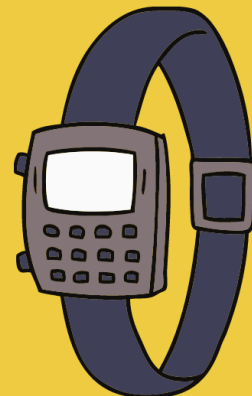


Follow @SADental and book an appointment today at sahealth.sa.gov.au/dentalappointment

JUST A REMINDER

Supervision of students at Caritas College is provided from 8.20am.

Students should not be on school grounds prior to this time unless otherwise arranged.



Year 1/2 Blue – Science

In Science, 1/2B have been learning about different ways to change materials. Learners applied what they've learnt to make a cheesecake. They had to use crushing, mixing, beating, melting, slicing, cutting and cooling to change the ingredients. Learners had lots of fun creating and eating it!



Year 5/6 Gold – Digital Technology

The 5/6's have been focusing on digital technology this term. The 5/6 Gold class designed a quiz show to enhance the younger student's knowledge on mathematics, football and understanding stress. They added music and transitions to engage the younger student's attention. Overall, they had fun creating and showcasing their work to the primary school students.



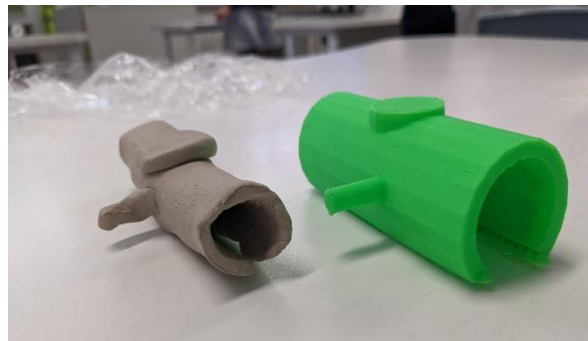
Year 7 – Design and Tech

In Design and Tech, the Year 7 class have recently learnt how to sew stretch fabrics with a sewing machine to make warm beanies.



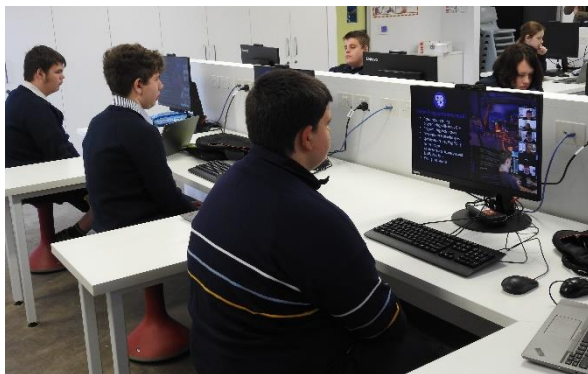
Year 9 - STEM

The Year 9 STEM put their 3D design skills to the test by participating in the Make:able challenge. Students interviewed someone with reduced mobility in their hands before identifying a challenge and designing 3D printed assistive devices to make their lives easier. Devices included a wrist rest to make typing more comfortable, a reel grip to make fishing easier, a utensil grip, and a device to turn any tap into a water bubbler.



Year 10 – STEM and Art

The Year 10 STEM and Art classes combined to participate in a workshop offered remotely by AIE. Students heard about career and study options in games, animation and VFX before challenging an AIE trainer to create objects on-demand in real time based on their ideas. Students challenged our facilitator to create a hand, a bomb, a spaceship and a dragon, all on intense time pressure!

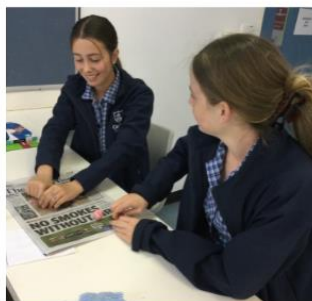
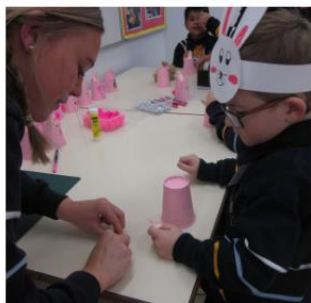
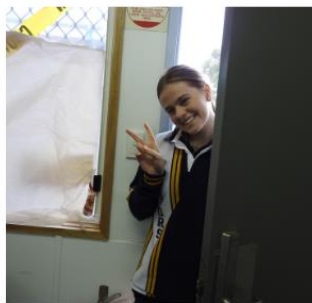
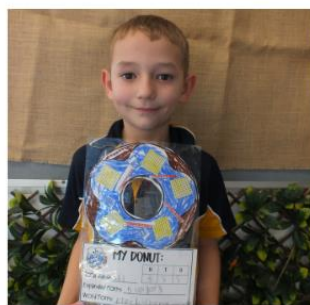


Year 11 – Psychology

Year 11 Psychology students have recently completed their criminal profiling task, employing the BEA method of building a profile. The Year 12 students work to build a case and act it out so that students work together to present their perpetrator profile. Students look at the physical characteristics, victim history and crime scene characteristics before applying psychological concepts they have learned throughout the term.



Around the College





Uni Hub

Spencer Gulf

OPEN DAY

PORT AUGUSTA

Monday 21 June

Find out how you can

can study uni locally!

**SPEAK WITH OUR UNIVERSITY
PARTNERS AND
LOCAL EMPLOYERS**

Free tickets for information
sessions at Eventbrite



FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the [Disability Discrimination Act 1992](#).

Schools provide this information to education authorities.

Go to *What is a reasonable adjustment?* below to learn about adjustments.

WHY IS THIS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

Student with disability loading

Funding from the Australian Government for students with disability is based on the NCCD through the student with disability loading.

Students with disability who are counted in the top three levels of the NCCD (extensive, substantial and supplementary) attract the loading. Funding is based on a per-student amount at each of the three levels of additional support. The amount of the loading reflects the level of support students with disability need to participate fully in school, with higher funding for those who need higher levels of support.

Australian Government recurrent school funding is provided as a lump sum to school authorities including state and territory governments, which can then distribute the funding to their member schools according to their own needs-based arrangements.

The Government expects schools and school systems to consider their funding from all sources (ie Australian Government, state and territory and private) and prioritise their spending to meet the educational needs of all of their students, including students with disability.

WHAT ARE THE BENEFITS OF THE NCCD FOR STUDENTS?

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school.

The NCCD encourages schools to review their learning and support systems and processes. This helps schools to continually improve education outcomes for all students.

WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?

All students have the right to a quality learning experience at school.

Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (eg health professionals) must work together to ensure that students with disability can take part in education.

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* describe schools' responsibilities.

WHAT IS A REASONABLE ADJUSTMENT?

An adjustment is an action to help a student with disability take part in education on the same basis as other students.

Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (eg adapting teaching methods). They can also be for individual student need (eg providing personal care support).

The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers.

Schools must make reasonable adjustments if needed. The *Disability Standards for Education 2005* define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

WHO IS INCLUDED IN THE NCCD?

The definition of disability for the NCCD is based on the broad definition under the *Disability Discrimination Act 1992*.

The following students are examples of those who may be included in the NCCD if they need monitoring and adjustments:

- students with learning difficulties (such as dyslexia)
- students with chronic health conditions (such as epilepsy or diabetes).

WHO COLLECTS INFORMATION FOR THE NCCD?

Schools identify which students will be counted in the NCCD. They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information.

School principals must ensure that information for the NCCD is accurate.

WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability.

Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.

HOW IS THIS DATA USED?

The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools. The NCCD also supports students in the following ways.

- The NCCD helps schools better understand their legislative obligations and the Disability Standards for Education 2005.
- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support students.
- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, carers and the community.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, non-identifying NCCD data.

WHEN DOES THE NCCD TAKE PLACE?

The NCCD takes place in August each year.

IS THE NCCD COMPULSORY?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the *Australian Education Regulation 2013*. For more information, ask your school principal or the relevant education authority.

HOW IS STUDENTS' PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD.

Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities. Learn more about privacy in the [Public information notice](#).

FURTHER INFORMATION

Contact your school if you have questions about the NCCD. You can also visit the [NCCD Portal](#).

There is also a free [e-learning resource](#) about the *Disability Discrimination Act 1992* and Disability Standards for Education 2005.

This document must be attributed as *Fact sheet for parents, guardians and carers*.